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ABSTRACT

Designed to assist school administrators, boards of education, and school media specialists in establishing, maintaining, and evaluating library media programs, this guide provides recommendations for program development, staff development, and acquiring resources essential for quality education. Goals and characteristics of both district and school library media programs are identified and terminology is defined. Chapters describe the responsibilities of library media personnel: standards for both media specialists and supportive staff: library media budget and expenditures: qualitative and quantitative standards for the library media collection: library media equipment and furniture: library media facilities and space allocations: and media program evaluation. A bibliography is provided. (FM)

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GUIDELINES FOR SCHOOL LIBRARY MEDIA PROGRAMS IN KANSAS

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published in 1980

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for their assistance in this publication

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in memory of

our

beloved co-workers and friends

Rosalie Jones

and

Sarah Rebecca Reed

who gave

immeasurable help and substance to this project

CURRENT COMMITMENTS AND FUTURE PLANS . . .

"Media centers are of utmost importance today in the school environment. Students can enhance their skills to solve problems, find data, and evaluate ideas by making effective use of teaching-learning materials found in a media center. All types of resources are necessary for good instruction because there is unbelievable diversity among today's young people. Teachers know that student interests can be challenged only by an equally diverse set of learning tools that are available in a well-stocked media center.

Multimedia approaches to teaching and learning provide a great deal of flexibility for teachers and students in the classroom. Whether an instructor is involved with vocational-technical programs, special education projects, early childhood education, or liberal arts curricula, there is a need to make maximum use of the school media center. Instructional materials housed in the library media center are selected to aid the learners. It matters not if a pupil is slow, gifted, or average in academic ability, the student needs the stimulation of ideas presented in a variety of ways."

Alvin E. Morris, Ed. D.
Superintendent of Schools
Wichita Unified School District #259
Recipient of
Distinguished Library Service Award
for School Administrators, 1978

INTRODUCTION

Guidelines for School Library Media Programs in Kansas provides recommendations for the development of library media programs, for stoffing, and for resources essential for quality education. The recommendations outline plans for library media programs which will produce exemplary educational experiences for children and youth. The quantitative statements show corresponding needs for library media personnel, collections, budget and expenditures, equipment and furniture, and facilities to implement the programs. These recommendations are designed to be used as a guide for school administrators and boards of education in establishing, maintaining, and evaluating library media programs. For library media specialists, the Guidelines for School Library Media Programs in Kansas is a tool to assist in designing and appraising library media programs

The school library media program functions as an integral part of the educational and administrative structure of the school in meeting the needs of students of differing abilities, backgrounds, and interests. Through flexible scheduling, teachers and students are provided prompt and efficient access to programs, personnel, facilities, collections, and community resources. The library media specialists, to coordinate a full library media program, must be a participant in district and school committees for curriculum and instructional planning

The emphasis on global awareness, on basic instruction, and the responsibility to meet the specific needs of students with varying abilities, have made a great impact on education and have a direct implication for school library media programs

Processes, concepts, and discovery should be the modes of learning. The administrator, the teacher, and the library media specialist must work as a team for the improvement of instruction through library media utilization which will instill habits for lifelong continuing education

The term library media is used throughout this guide to represent the print and nonprint resources. The library media center, which has been known as a library, a learning center, a multimedia center, a crossmedia center, an instructional materials center, a media library, a learning resource center, media center, and others, is used in this publication because it represents a broader concept of programs and services

Qualitative guidelines for school library media programs in Kansas have been emphasized in the introductory statements of the sections on personnel, collection, budget and expenditures, equipment and furniture, facilities, and evaluation. Quantitative guidelines for media programs have been organized in four phases to aid in the development of goals.

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CHAPTER I

LIBRARY MEDIA TERMINOLOGY

LIBRARY MEDIA TERMINOLOGY

Director of District Library Media Program: A library media professional with appropriate certification and advanced managerial, administrative, and supervisory competencies who qualifies for an administrative or supervisory position

Head of School Library Media Program: A library media specialist with managerial competencies who is designated as the one responsible for the library media program at the individual school level. Qualifications vary with such factors as the size of the school, size of the library media staff, and type of library media program

Library Media: Print and nonprint forms of communication and their accompanying technology

Library Media Center: An area or system of areas in the school where a full range of information sources, associated equipment, and services from library media staff are accessible to students, school personnel, and the school community

Library Media Clerk and/or Aide: A support person who performs clerical and secretarial tasks and assists as needed in the acquisition, maintenance, inventory, production, distribution, and utilization of materials and equipment

Library Media Program: The library media program is an integral part of the instructional program and incorporates all library media functions and their implementation in working with users including needs assessment, planning, research and development, and evaluation. The library media program is implemented through effective utilization of personnel, library media center activities, and all forms of print and nonprint materials

Library Media Specialist: A library media professional responsible for the development and administration of the library media program. The library media specialist must have competencies in administration, evaluation, selection, organization, production, and utilization of print and nonprint media and equipment. Each shall hold a teaching certificate valid for the level to be served and shall meet state certification requirements for basic library media education. Experience as a classroom teacher is essential

Library Media Technicians: Supportive personnel who have training below the library media specialist level, but who have competencies in one or more of the following fields: graphics production and display, information and materials processing, photographic production, equipment operation, and simple maintenance.[1]

CHAPTER II

DISTRICT LIBRARY MEDIA PROGRAM

2

DISTRICT LIBRARY MEDIA PROGRAM

The district library media program shall be organized to:

Include the entire district or a consortium of districts when utilizing personnel, services, materials, and equipment

Provide for staff development through orientation, in-service, and continuing education.

The district library media program shall be implemented by:

A written policy statement concerning the selection and optimum use of library media including procedures for dealing with controversial materials

Establishing coordinated services for cataloging and processing, maintenance of material and equipment, and delivery services

Providing for an annual evaluation process to determine the effectiveness of the district library media program in relation to the goals and objectives of the total educational program

Utilizing all available resources within the district and, if feasible, with surrounding districts. Regional and national systems of cooperating libraries shall be utilized whenever possible.[2]

CHAPTER III

SCHOOL LIBRARY MEDIA PROGRAM

Essentials . . .

Goals . . .

Responsibilities . . .

Characteristics . . .

SCHOOL LIBRARY MEDIA PROGRAM

Essentials of the library media program:

The school library media program is the sum total of all learning activities involving library media, library media staff, administrators, teachers, and students to satisfy both individual and instructional purposes

The library media program, an integral part of the educational process, contributes to the achievement of district and school educational goals and objectives

District and school library media programs undergird and extend educational opportunities for working with teachers in design and implementation of curricula through the effective utilization of library media

Planning for library media programs is a cooperative effort of district and school library media specialists working with the educational staff, students, and other users of library media and resources

Library media program activities should fulfill individual student and teacher needs, curriculum goals, and the overall purposes of the school

Evaluation is a continuous process which determines the effectiveness of the program in achieving its stated objectives.

Goals basic to the library media program:

To improve the educational process and learning through the increased and more effective use of media integrated into the learning strategies of every teacher and student

To assist the administration in the promotion of staff development so that teachers will be committed to use the library media staff, the center, and the collections as an integral part of their instruction

To provide a rich variety of up-to-date, relevant library media for all levels of abilities and interests, organized for easy access and convenience

To make students and teachers aware of the potential uses of library media and to train them to utilize all types of media

To participate in the development and implementation of a program that creates a desire to read and emphasizes the appreciation of reading

To teach a sequential, curriculum-related program of library media instruction to students from elementary through senior high school so that they will acquire skills and aptitudes for undertaking and successfully completing independent research.

Responsibilities of the library media staff:

To develop cooperatively with teachers, administrators, and students, written long-range goals and specific objectives for the school library media program which reflect the educational philosophy and/or goals of the district and school

To communicate continuously to the administration and to the community the role of the school library media program with emphasis on its contributions to the goals of the school

To participate as a member of curriculum and textbook committees at the school and district levels

To outline the school library media program and propose methods of implementation and evaluation

To plan, cooperatively with teachers, library media activities which promote learning

To initiate library media activities that respond to the curriculum on a day-to-day basis

To provide opportunities for discovery and exploration independent of or beyond the stated curriculum

To share with parents and teachers the responsibility for introducing good literature with book and nonbook materials to develop lifetime interests and learning

To design long and short range budget plans and to develop with the school administrators and the district library media director the annual budget for library media resources

To assume the leadership, in collaboration with teachers and students, in evaluating and selecting library media

To develop and maintain a collection which includes print and nonprint materials and a community resource file for all subject areas and all levels of ability

To provide maximum access to collections in the school, district, and community

To assist professionally in facility design and to purchase equipment and supplies needed to implement the library media program

To conduct orientation and in-service education in the use of library media for students, teachers, library media staff, and administrators

To maintain professional resources which will inform and involve them in purchasing new materials

To perform ongoing evaluations based upon stated school and library media program objectives and to modify the program as indicated in the results.[3]

Characteristics of an exemplary library media program:

Students will:

Be served by professional library media personnel who are certified at the level of performance

Have easy access to all types of media and equipment

Be motivated to read widely for enjoyment from the best in recreational reading

Use library media resources independently for individual and group activities

Design and produce media for classroom and personal use

Apply research skills to find information which fulfill classroom assignments and satisfy individual interests

Become critical, informed selectors of library media by reading, viewing, listening, discussing, and writing

Select library media which best meet curricular needs

Seek information from community resource files, mass media, interlibrary loan, information networks, public, academic, and special libraries.

Teachers, library media specialists, and administrators, as partners in the educational process, will:

Serve on curriculum committees

Plan, implement, and evaluate appropriate teaching and learning experiences

Evaluate and select print and nonprint materials

Organize materials and equipment

Develop in students an appreciation for the literary works of distinguished authors

Schedule, promote, and make optimum use of library media and equipment

Teach the use of media for information, for communication, and for creative use

Insure student access to the library media center on either a flexible or a regularly scheduled basis

Develop and use a community resource file to encourage community involvement in student learning activities

Participate in local, state, and national curricular and library media workshops, conferences, seminars, and school visitations

Interpret continuously to the community, the relationships of curriculum, instructional design, and the library media program.

CHAPTER IV

LIBRARY MEDIA PERSONNEL

District Director . . .

School Library Media Specialists

STANDARDS FOR LIBRARY MEDIA SPECIALISTS

STANDARDS FOR SUPPORTIVE STAFF

LIBRARY MEDIA PERSONNEL

District Director of the Library Media Program

School districts having five or more attendance centers should be encouraged to employ a director of library media services to coordinate the library media program for the district. A district with fewer than five attendance centers will find it useful to employ a director to develop an exemplary district library media program

The library media director provides supervision which is creative and constructive. The ultimate aim of educational supervision is the improvement of learning experiences which will contribute to the growth and development of young people. The modern concept of supervision emphasizes leadership, coordination, creativity, self-direction, and effective public relations

The director of the district library media program and the school principal share administrative responsibility for the school library media program. They concur in the selection of the head of the school library media program and jointly review recommendations for other library media staff. Evaluation of the school library media program is the joint responsibility of the principal, the district library media director, and the head of the school library media program.

Qualifications library media director should possess:

- Appropriate academic preparation
- Effective human relationships
- Leadership traits
- Administrative ability
- Professional dedication
- Developmental techniques in working with staff
- Oral and written communication skills
- Professional commitment to service
- Receptive attitude to change

Educational requirements for a library media director should include:

Master's degree, with a minimum of twenty-four graduate hours of library media education

Administrator's certificate or specialized administrator's endorsement (nine semester hours in administration)

Five or more years of successful school experience which include time spent both as a classroom teacher and as a library media specialist in a school library media center.

Responsibilities of the director of the district library media program:

To provide leadership in all aspects of the district library media program and delegate responsibilities to appropriate personnel

To participate in the superintendent's governing committees or councils for curriculum and instructional planning

To coordinate the planning of an effective library media program based on analysis of the goals and objectives of the district's instructional program

To act as the leader for the heads of school library media programs, providing at the district level examples of the professional support that those persons must in turn supply for their staff and users at the school level, including recognition, idea exchange, counseling, and expectation of achievement of objectives

To coordinate the district library media program with the total educational program and with other information services at community and higher levels

To determine priorities for the total library media program (district and school levels)

To develop and administer the budget for the total library media program

To establish position classifications for library media personnel at the district and school levels

To receive recommendations for staff appointments and participate in selection and evaluatio of personnel

To provide staff educational opportunities for library media staff and other school personnel at district and school levels

To coordinate planning for library media program facilities

To design and implement a public information program

To plan and coordinate ongoing evaluation of the library media program

To participate actively in local, state, and national professional organizations.[4]

School Library Media Specialists

Realization of the purposes of the library media program depends on the quality and extent of the personnel who are employed to implement the library media program

The library media specialist must have competencies in evaluation, selection, organization, production, and utilization of print and nonprint media and equipment. Knowledge of effective human relationships, curriculum development, learning theories, and communication techniques are essential to the administration and function of school library media programs

The library media specialist shall hold a certificate valid at the level served and shall meet state certification requirements for library media education. Course work shall include library media selection and acquisition; cataloging and classification; library media production; and theory, function, and administration of school library media programs

The library media specialist is responsible for developing, administering, and implementing a full library media program

With more than one professional on the library media staff, a program head is selected on the basis of breadth of knowledge, experience, and leadership capabilities.

Responsibilities of the library media specialist:

To plan and administer the school library media program, working cooperatively with the principal, the district library media director, other library media staff, and users, delegating duties and appropriate authority to members of the school library media staff

To report to the school administrator and work with administrative staff in planning ways to improve instruction

To participate in the school's governing committee or council for curriculum and instructional planning

To work as a member of curriculum committees, textbook committees, and other instructional groups

To sustain lines of communication established by the district library media director and consult freely with that office

To plan and implement library media program policies for the school

To work with the district library media director to coordinate the school library media program with programs of other school library media centers, libraries, and agencies in the community

To develop, propose, and justify budget requests for the school library media program, in consultation with library media staff members, principal, and district library media personnel

To assist with the selection of personnel for the school library media program

To provide library media staff development programs and evaluate staff performance

To conduct staff development programs for teachers in the evaluation, selection, and use of materials

To serve as chairman of the library media center advisory committee(s)

To formulate the school's library media selection policy in accordance with district policy

To coordinate the selection, organization, and distribution of materials and equipment

To develop a climate that encourages students and teachers to take full advantage of the library media center and its resources

To interpret the school library media program to students, faculty, administration, and community.[5]

STANDARDS FOR LIBRARY MEDIA SPECIALISTS

PHASE I	PHASE II	PHASE III	PHASE IV
POLICIES AND STANDARDS (NCA, 1977-1978)	STANDARDS FOR SCHOOL LIBRARY PROGRAMS (ALA, 1960)	STANDARDS FOR SCHOOL LIBRARY MEDIA PROGRAMS (AASL-DAVI,1969)	LIBRARY MEDIA PROGRAMS: DISTRICT AND SCHOOL (AASL-AECT, 1975)
Fewer than 300 (secondary) 400 (elementary) pupils, at least one half-time specialist (professional)	Librarians: For the first 900 students or fraction thereof: 1 librarian for each 300 students or major fraction thereof. For each additional 400 students or major fraction thereof: 1 librarian	It is recommended that the library media center have one full-time library media specialist for every 250 students, or major fraction thereof.	1-250 pupils, 1 full time library media specialist
300-1499 pupils (secondary) 400 and over (elementary) at least one full-time specialist	When the head school librarian has partial administrative responsibilities for audio-visual materials, the number of librarians and clerks are increased by 25 percent. With full administrative responsibility the number of librarians and clerks is increased 50 percent. Note: When there are 2 or more professional persons in a building, one should be designated as head.		251-500 pupils, 1-2 full-time library media specialists
Over 1500 pupils - at least 2 full-time specialists (secondary)			501-1000 pupils, 3-4 full-time library media specialists
Note: In meeting the above standard, a school shall employ at least one qualified librarian on a half-time basis			1001-1500 pupils, 4-6 full-time library media specialists
NCA standards are frequently lower than ALA and AECT standards			1501-2000 pupils, 5-8 full-time library media specialists.
The director does not supplant the library media specialists.			

STANDARDS FOR SUPPORTIVE STAFF

PHASE I	PHASE II	PHASE III	PHASE IV
POLICIES AND STANDARDS (NCA, 1977-1978)	STANDARDS FOR SCHOOL LIBRARY PROGRAMS (ALA, 1960)	STANDARDS FOR SCHOOL MEDIA PROGRAMS (AASL-DAVI, 1969)	MEDIA PROGRAMS: DISTRICT AND SCHOOL (AASL-AECT, 1975)
Clerical help: In order to permit media specialists to perform essential services to faculty and students, sufficient technical and clerical help shall be provided.	Clerks: 1 clerk for each 600 students or major fraction thereof. A half-time clerk for libraries in very good schools having 200 students and some superior schools having fewer than 200 students have a full-time librarian and clerical assistance.	At least 1 media technician and 1 media aide be employed for each professional media specialist in schools of 2000 or fewer students. For that portion of the enrollment exceeding 2000, the ratio of supportive staff members to media specialists might be less than 2 to 1.	Each school with an enrollment of 250 needs a full-time media aide and in most cases, a full-time media technician. A ratio of 2 full-time support staff members for every 250 students (or major fraction thereof) is recommended to fully implement a well developed media program.

The supportive staff of library media centers includes library media technicians, aides, and clerks all of whom work under the direction of professional library media specialists. The staff members have specific skills and special abilities that are necessary for successful library media programs; they make it possible for library media specialists to concentrate on professional activities

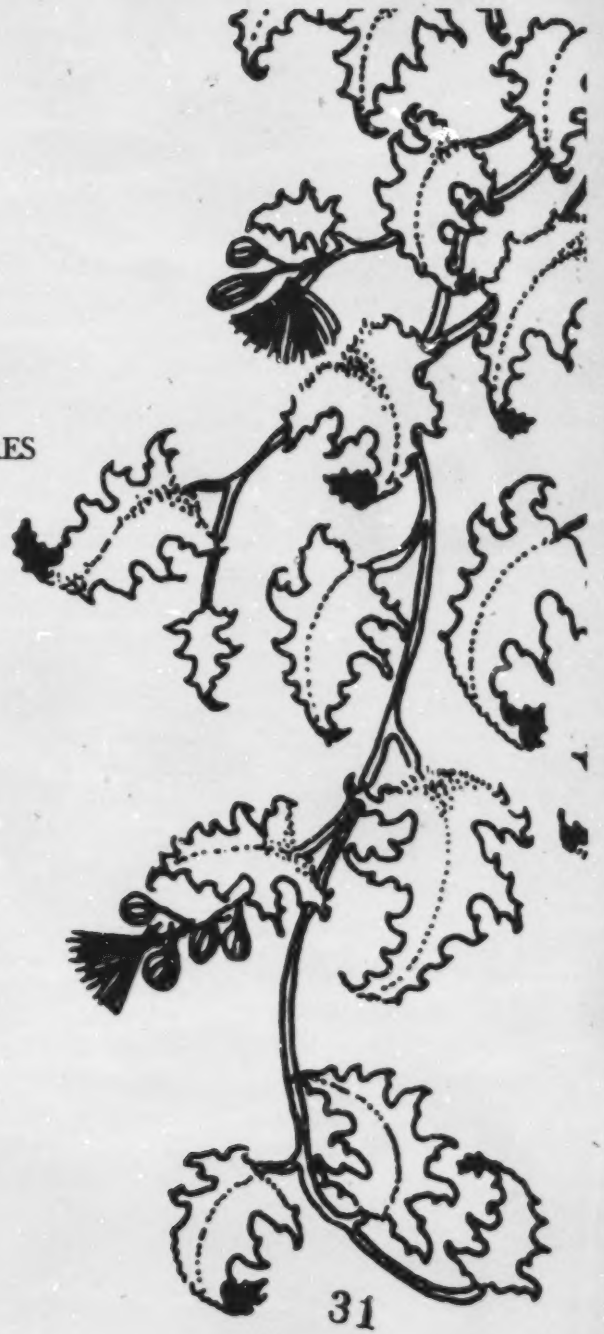
Sufficient technical and clerical help should be provided in order to permit library media specialists to perform essential services to faculty and students. An inadequate number of supportive staf members results in a costly expenditure of professional time and talent in clerical, housekeeping, and technical tasks; however supportive staff is not to be used to supplant library media specialists

Library media specialists need clerical assistance for the typing of orders, for checking materials, and for the performance of many other tasks, although centralized technical processing may be available. Unpaid student assistants or adult volunteers are not the equivalent of media technicians, library media aides, and clerks.

CHAPTER V

LIBRARY MEDIA BUDGET AND EXPENDITURES

STANDARDS FOR LIBRARY MEDIA BUDGET AND EXPENDITURES



LIBRARY MEDIA BUDGET AND EXPENDITURES

District Considerations

The financial budget identifies specific program objectives based on user needs, identifies resources required to accomplish these objectives, and presents the financial requirement for supplying these resources

Recommendations for expenditures should take into consideration the personnel, materials, and equipment needed to implement the library media program of the school. Special programs and curricular experimentation require additional funding

District budget allocations include the funds needed to support library media center operations, the district library media program, individual school library media programs, and any regional program or network to which the district may subscribe

Capital outlay funds should be provided for major expenditures; such as, contractual arrangements, construction and remodeling of library media center facilities, initial collection for newly established centers, and library media equipment and maintenance

Federal funds should be used to supplement but not to supplant local funds

The standards listed below for district library media program expenditures reflect the essential relationship between materials and the equipment required for their use. Provision for flexibility is needed to achieve balanced collections and to respond to the differing needs of individual schools and districts.[6]

STANDARDS FOR LIBRARY MEDIA BUDGET AND EXPENDITURES

After a library media program has acquired a basic print and nonprint collection, the annual expenditures for library media resources, not including textbooks, shall be as follows:

PHASE I	PHASE II	PHASE III	PHASE IV
POLICIES AND STANDARDS (NCA, 1977-78)	STANDARDS FOR SCHOOL LIBRARY PROGRAMS (ALA, 1960)	STANDARDS FOR SCHOOL MEDIA PROGRAMS (AASL-DAVI, 1969)	MEDIA PROGRAMS: DISTRICT AND SCHOOL (AASL-AECT, 1975)
Fewer than 500, $6.00 per student; 500 to 599, $3,000 for the first 500 students, plus $4.00 per student above that; 1,000 to 1,999, $5,000 for the first 1,000 students, plus $3.50 per student above that; above 2,000 students, $8,500 for the first 2,000 students, plus $2.50 per student above that.	Annual expenditures, books; in schools having 200-249 students...at least $1,000-$1,500. In schools having 250 or more students...at least $4.00-$6.00 per student. Additional funds are required for encyclopedias, dictionaries, magazines, newspapers, pamphlets, rebinding, supplies, and equipment.	Annual expenditures should not be less than 6% of the current national average per pupil cost. Funds should be spent to maintain an up-to-date collection of materials in the media center.	The annual per pupil expenditure for materials and equipment should be at least 10% of the national per pupil operational cost (PPOC) as computed by the United States Office of Education.

CHAPTER VI

QUALITATIVE STANDARDS OF LIBRARY MEDIA COLLECTION

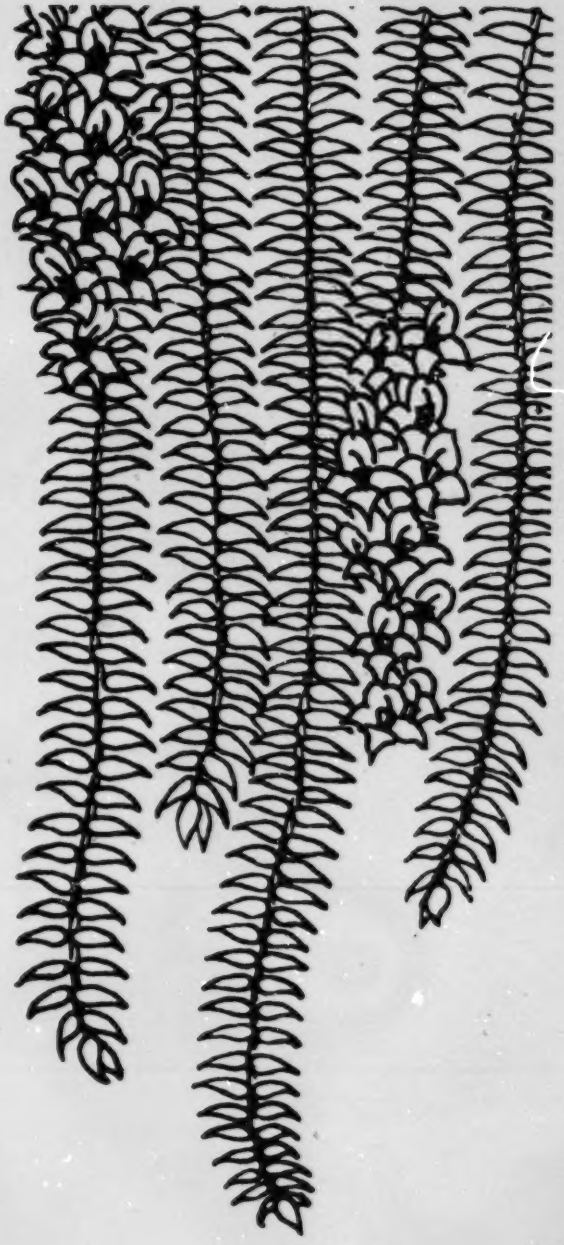
Development . . .

Organization . . .

Maintenance . . .

Circulation . . .

QUANTITATIVE STANDARDS OF LIBRARY MEDIA COLLECTION



QUALITATIVE STANDARDS OF LIBRARY MEDIA COLLECTION

Development of the collection

A strong library media collection in each school provides a primary means for teaching, learning, process development, and interest fulfillment

The written selection policy establishes guidelines for building and maintaining the collection for the school. This policy reflects and supports principles of intellectual freedom described in the "Library Bill of Rights" by American Library Association, the "School Library Bill of Rights" as approved by American Association of School Librarians, and "The Students' Right to Read" by National Council of Teachers of English

Building a collection calls for careful planning; understanding of the school program and the interests, abilities, and needs of the library media users; broad current knowledge of materials available and the related equipment to use them; and an understanding of the district's selection and budgeting procedures. It also requires objective judgment, discriminating taste, and a sensitivity to the needs and concerns of learners and teachers

The selection of materials is a cooperative process involving administrators, the school library media personnel, curriculum consultants, teachers, students, and community representatives

The collection should be rich in breadth and depth of content and represent varied types of materials, points of view, and forms of expression. It should provide a broad range of media formats with associated equipment, should meet the requirements of all curricular areas, and should accommodate diverse learning skills and styles of users at varying maturity and ability levels

The process for examining materials and equipment being considered for purchase is continuous and systematic. Reliable published evaluations, including those in reviews, recommended lists, and standard bibliographic tools are used in selection. Arrangement for released time for the selectors to preview and examine materials is supported. The school district should provide collections of materials and equipment for evaluation purposes

Current professional materials for faculty and staff use are a part of the collection

Individual school collections are extended by using networks and interlibrary loans; school district library media collections; and public, academic, and special libraries. The library media staff takes the initiative in locating and obtaining these necessary resources[7]

Organization of the collection

All items in the collection should be classified, cataloged, and processed. This may be done locally or through commercial processing services. Arrangements for centralized processing are practical and are recommended for any school system or cluster of cooperating schools

Library media must be organized in a logical arrangement so that users of the center can obtain materials and equipment of all kinds quickly and easily

The card catalog, an index to the library media collection, must be complete with author, subject, title, and added entry cards. Subject headings should be determined by the curriculum of the school and should be sufficient in number to facilitate the location of needed information. The dictionary catalog is recommended

A shelf list, the official inventory of all cataloged materials in the library media center, should be maintained and arranged by the Dewey Decimal System of Classification. It must be kept current and must contain complete bibliographical information on each item

Maintenance of the collection

Library media and equipment should be kept in good repair, should be attractive in appearance, and should be ready for use at all times. Checking on the condition of materials and equipment is an established part of the circulation system

An inventory of the school library media collection helps to ascertain needed resources, repairs, and replacements. It may also assist in locating misplaced items

Weeding the collection should be continuous to insure information that is accurate, pertinent, and appealing. Materials should be discarded when they cannot be repaired or rebound, when content is

out-of-date or inaccurate, when new or revised editions have been added, when paper or film has become faded or brittle, when print is too fine for reading with comfort, when materials are no longer suitable for user group, or when the duplicate copies of an item are no longer used

Minor repairs should be a part of the routine process of maintaining a collection. Badly worn or damaged materials should be examined carefully to determine the cost of repairs as compared to the cost of replacement

Badly worn books should be sent to a certified commercial bindery if the book is still important to the collection. The paper in the book should be clean, in good condition, of good quality, and have sufficient margin to allow for trimming. Picture covers should be requested for books for the elementary schools

Magazines which are useful for reference or recreational purposes should be retained for a period of three to five years. Magazine titles which continue to be useful may be retained on microfilm to conserve space or may be bound by a commercial binder

Circulation of the collection

Regulations should permit students and teachers to obtain materials easily for use throughout the school and at home

A loan policy and the length of the loan period needs to be established, but it should always be flexible

Reference materials should be available to students and teachers for overnight or for short term loans

Materials and portable equipment should be circulated from the library media center

Teachers, as well as students, should be encouraged to exchange materials as frequently as needed.

QUANTITATIVE STANDARDS OF LIBRARY MEDIA COLLECTION

PHASE I

POLICIES AND STANDARDS...:NCA, 1977-78) &ESEA, Title IV-B

Elementary collection
The program shall consist of a balanced collection of print materials, nonprint materials, and instructional/learning equipment and supplies adequate in quality and quantity to meet the needs of the children in all areas of the school's program
The minimum book collection shall be 2,000 volumes exclusive of textbooks or 10 volumes per child, whichever is larger.

Secondary collection

Enrollment	Volumes Required
Fewer than 200	2,500
200-449	2,500 + 8 books for each student over 200
500-999	4,900 + 6 books for each student over 500
1,000-1,999	7,900 + 4 books for each student over 1,000
Over 2,000	11,900 + 2 books for each student over 2,000

Maximum access to filmstrips, 8mm films, tape and disc recordings, and slides within the building, as well as 16mm films, video tapes, and other more expensive items which may or may not be stored in the building

Title IV-B

1 to 199 with organized library media center (elementary and secondary)	5,000 books (volumes) 100 filmstrip sets, silent 130 filmstrip sets, sound 130 record albums, disc 130 recording sets, tape 75 transparency and slide 75 art print & flat picture sets 125 loop films, sets, 8mm 100 periodical years, microfilm or microfiche
200-399 with organized library media center	7,000 books (volumes) 135 filmstrip sets, silent 200 filmstrip sets, sound 200 record albums, disc 200 recording sets, tape 100 transparency and slide 100 art print & flat picture sets 150 loop films, sets, 8mm 200 periodical years, microfilm, or microfiche
400-599 with organized library media center	9,000 books (volumes) 150 filmstrip sets, silent 240 filmstrip sets, sound 240 record albums, disc 240 recording sets, tape 120 transparency and slide sets 120 art print & flat picture sets 170 loop films, sets, 8mm 250 periodical years, microfilm or microfiche
600-999 with organized library media center	11,000 books (volumes) 170 filmstrip sets, silent 270 filmstrip sets, sound 270 record albums, disc 270 recording sets, tape 140 transparency and slide sets 140 art print & flat picture sets 200 loop films, sets, 8mm 300 periodical years, microfilm or microfiche
1,000-1,499 with organized library media center	15,000 books (volumes) 200 filmstrip sets, silent 300 filmstrip sets, sound 300 record albums, disc 200 transparency and slide sets 200 art print & flat picture sets 250 loop films, sets, 8mm 350 periodical years, microfilm or microfiche
1,500 and above with organized library media	20,000 books (volumes) 250 filmstrip sets, silent 325 filmstrip sets, sound 325 record albums, disc 325 recording sets, tape 225 transparency and slide sets 225 art print & flat picture sets 300 loop films, sets, 8mm 400 periodical years, microfilm or microfiche

PHASE II

STANDARDS FOR SCHOOL LIBRARY PROGRAMS (ALA, 1960)

Books:
Minimum size of the collections in schools having
200-999 students...6,000-10,000 books
1,000 or more students...10 books per student

Magazines:
At least the following number of titles in the general magazine collection in
Schools having Grades K-6.....25
Schools having Grades K-8.....50
Junior High Schools.....70
Senior High Schools.....120
Plus at least five titles in the areas of librarianship and instructional materials
At least 3-6 newspapers
An extensive collection of pamphlets covering a wide range of subjects

Professional Books:
At least 200-1,000 titles, the number depending on the needs and size of the faculty and the availability of other collections of professional materials in the community
At least 25-50 professional magazine titles
Other instructional materials as needed

Supplementary Materials:
The size of the collection depends on the needs and enrollment of the school. (Extensive use of schools library materials and individualized reading and instructional programs tend to reduce the size of these collections considerably.)
The type and number of reference materials purchased for classroom use depend on local school policy

Audiovisual Materials:
A sufficient number of all types of audiovisual materials for use in the classrooms, in the school library, and for home use
Films used six or more times a year are purchased
Filmstrips and recordings used more than once a year are purchased

PHASE III

STANDARDS FOR SCHOOL MEDIA PROGRAMS (AASL-DAVI, 1969)

Books:
At least 6,000-10,000 titles representing 10,000 volumes or 20 volumes per student whichever is greater, and 200-1,000 professional titles

Filmstrip Sets (silent and sound):
500-1,000 titles representing 1,500 prints or 3 prints per pupil whichever is greater

Recording Sets (tapes and disc):
1,000-2,000 titles representing 3,000 discs or tapes or 6 per student whichever is greater

8mm Film Loops (single concept):
1¼ films per student with at least 500 titles supplemented by duplicates

16mm Films:
Ready access to a minimum of 3,000 titles supplemented by duplicates and rentals

Globes:
Elementary...One per teaching station and 2 in media center
Secondary....One per 5 teaching stations and 2 in media center

Transparency Sets:
2,000, plus a selection of subject matter masters

Slide Sets:
2,000

Art Prints and Flat Picture Sets:
1,000 with duplicates as needed

Other Materials:
(Realia kits, video tape recordings, resource files, microfilm, art objects)

Newspapers:
Elementary.....3-6 titles
Junior High....6-10 titles
Secondary.....6-10 titles
All Schools....One local, one state, and one national newspaper to be represented in the collection

Magazines:
Elementary.....40-50 titles (includes some adult non-
(K-6) professional periodicals)
Elementary.....50-75 titles
(K-8)
Junior High....100-125 titles
Secondary.....125-175 titles
All Schools....In addition: necessary magazine indexes and duplication of titles and indexes as required

PHASE IV

MEDIA PROGRAMS: DISTRICT AND SCHOOL (AASL-AECT, 1975)

Books:
8,000 to 12,000 volumes or 16 to 24 per user
Access to 60,000 titles to insure satisfaction of 90 percent of initial requests

Filmstrip Sets (silent and sound):
500-2,000 items or 1 to 4 items per user. Access to sufficient items to insure satisfaction of 90 percent of initial requests. For individualized program, 5,000 items recommended

Recording Sets (tapes and disc):
1,500 to 2,000 items or 3 to 4 per user. Access to 5,000 items from the individual school's collection and loans from other sources

8mm Film Loops, Silent:
500 to 1,000 items or 1 to 2 per user. Access to 4,000 titles from the individual school's collection, other schools, and a supplementary collection at the district level

16mm Films:
Access to a minimum of 3,000 titles, with sufficient duplicate prints to satisfy 90 percent of all requests. Access to additional titles up to a total of 5,000 titles, from district film library, may be desirable

Graphics (posters, art and study prints, maps, and globes):
800 to 1,200 items. Additional items to respond to program needs, with provision for original art, children's art, and loans of circulating collections from museums

Slides and Transparencies:
2,000 to 6,000 items or 4 to 12 items per user. Access to 15,000 items, including specialized subject collections, as needed in relation to instructional and user interests

Microforms:
Types and quantity vary with program needs. User access to extensive microform data bases, e.g., Educational Resources Information Center (ERIC), Human Relations Area Files (HRAF), etc.

Games and Toys:
400 to 750 Items.....Access to a sizeable district-level collection.
Computer access from the district level may be provided for use with simulation games

Models and Sculpture:
200 to 500 Items.....Access to sizeable collections available from the school district and other agencies, including community resources

Specimens:
200 to 400 Items.....Access to larger collections available from the school district and other agencies, including loan collections from zoos and museums

Periodicals and Newspapers:
50 to 175 titles

Pamphlets:
The type and quantity vary according to program needs

Total Collection:
At least 20,000 items located in the school or 40 items per user

CHAPTER VII

LIBRARY MEDIA EQUIPMENT AND FURNITURE

QUANTITATIVE STANDARDS FOR LIBRARY MEDIA EQUIPMENT AND FURNITURE

LIBRARY MEDIA EQUIPMENT AND FURNITURE

Adequate and appropriate types of equipment and furniture for all areas of the school library media program should be provided to accomplish the instructional objectives. Certain types of innovative programs and accommodations for handicapped students require more and different kinds of equipment and furniture

Necessary furniture for the school library media center may include tables, chairs, carrels, desks, card catalog, filing and other cabinets, book trucks, atlas and dictionary stands, newspaper and magazine racks, office furniture and informal furniture, bulletin boards, and exhibit cases. The arrangement should provide for easy access for all students

Specifications are given in various sources for quantities and sizes of shelving, tables, chairs, and other equipment and furniture for the school library media center. The physical differences of elementary and secondary school students should determine the heights of shelving, tables, chairs and other furniture. Shelving and other storage should be adjustable, mobile and flexible, and designed to house varying sizes of print, nonprint, and other special materials. (See The Media Center, KSDE, 1976)

The library media center must have the necessary electrical power for peak loads, with a master control switch, electrical outlets, light switches, clocks, intercommunication and telephone outlets, power grids, thermostats, and fire extinguishers which are all conveniently located

Equipment needed for the multimedia approach required for effective learning and good teaching includes sufficient microform (microfilm and microfiche) equipment, audio (disc and tape) equipment, graphic, production, and other equipment to respond to user and program needs.

QUANTITATIVE STANDARDS FOR LIBRARY MEDIA EQUIPMENT AND FURNITURE

	PHASE I POLICIES AND STANDARDS... (NCA, 1977-78)(ESEA, TITLE IV B) NCA, 1977-78 The instructional/ learning equipment shall be sufficient in quantity & variety to support the nonprint collection	PHASE II STANDARDS FOR SCHOOL LIBRARY PROGRAMS... (ALA, 1960)	PHASE III STANDARDS FOR SCHOOL MEDIA PROGRAMS...(AASL-DAVI,1969)	PHASE IV MEDIA PROGRAMS: DISTRICT AND SCHOOL...(AASL-AECT, 1975)
16mm projector	1 per 10 teaching stations 1 per floor plus 1 in media center	1 per 4 teaching stations plus 2 in media center	1 per 2 teaching stations plus 5 in media center	6 units, with 2 assigned to media center, plus 1 additional unit for each 100 users
8mm projector	1 per building	2 per building	3 per building	10 cartridge-leaded projectors & sufficient open reel projectors to accomodate use of available films plus 1 additional projector for every 75 users
2x2 slide projector remotely controlled	1 per center	1 per 5 teaching stations plus 2	1 per 3 teaching stations plus 5	6, or 1 for every 100 users
8mm loop projector, (if materials are available)	5 per center	1 per 3 teaching stations plus 15	1 per teaching station plus 15	
Filmstrip or combination filmstrip slide projector	1 per 10 teaching stations plus 1	1 per 3 teaching stations plus 1	1 per teaching station plus 4	One projector per teacher & one viewer per 3 users
Sound filmstrip projector	Combine available filmstrip with record player or tape recorder	1 per 10 teaching stations plus 1	1 per 5 teaching stations plus 4	
10x10 overhead projector	1 per 2 teaching stations plus 1	1 per teaching station plus 2	1 per teaching station plus 4	10, or 1 for every 50 users
Opaque projector	1 per floor	1 per 25 teaching stations plus 1 per floor	1 per 15 teaching stations plus 2 per media center	1 per media center and 1 per 500 users (or 1 per floor for 3 multistory buildings)
Filmstrip viewer	1 per 2 teaching stations in media center	1 per teaching station plus 2 per teaching stations in media center	3 per teaching station plus 1 per teaching station in media center	
slide viewer	1 in media center	1 per 5 teaching stations plus 1	1 per teaching station plus 1	10, or 1 for every 50 users

CHAPTER VIII

LIBRARY MEDIA FACILITIES

STANDARDS FOR SPACE ALLOTMENTS OF FACILITIES

LIBRARY MEDIA FACILITIES

The following recommendations for the library media center have been compiled after a study of national and state standards and from first-hand observation of the features which are working successfully in the library media centers of Kansas. Careful planning is the key to realizing maximum service from library media facilities; therefore, educational specifications are developed by the library media specialists and the district director of library media programs working step-by-step with administrators and a committee of teachers, parents and students

The planning committee interprets the educational specifications to the architects when building new centers, renovating, or restoring existing facilities. The final responsibility is vested in the superintendent of schools and the director of district library media programs

The library media center should be easily accessible to all users and should adjoin an area which could be used for future expansion. If possible, it should be located near an outside exit for extended utilization

School library media centers should include an area computed by at least ten square feet per pupil with a minimum of 4,000 square feet. This space is divided among the following suggested areas; entrance and circulation, reading, browsing, listening, viewing, periodical, work, conference, library media classroom, office, professional, graphics and production, equipment and circulation. The most recent engineering, building inspection, and aesthetic standards should be satisfied or exceeded in each component for lighting, electrical service, acoustics, ventilation, temperature control, safety precautions, ease of supervision, and in removing architectural barriers to provide for the handicapped

An inviting, attractive environment will enhance learning. Acoustical treatment of floor and ceiling warrant special consideration. State Fire Safety Regulations must be met.

STANDARDS FOR SPACE ALLOTMENTS OF FACILITIES

	PHASE I NORTH CENTRAL ASSOCIATION POLICIES AND STANDARDS (NCA, 1977-78)	PHASE II AMERICAN LIBRARY ASSOCIATION STANDARDS FOR SCHOOL LIBRARY PROGRAMS (1960)	PHASE III STANDARDS FOR SCHOOL MEDIA PROGRAMS...(AASL DAVI, 1969)	PHASE IV MEDIA PROGRAMS: DIST. & SCHOOL... (AASL - AECT, 1975)
Entrance and Circulation Area includes: Displays, Exhibits, Card Catalog, Circulation Desk	Center shall be easily accessible. Displays of information shall be made available	Sufficient space for the circulation desk, card catalog, etc. in this area of heavy use	800-1,000 sq. ft.	800 sq. ft. for display exhibits, card catalog, circulation desk, copying equipment, periodical indexes
Main Reading Area includes:				
Reading Browsing Listening Viewing	Space to provide for 8% or a minimum of 40 in schools under 1,000; minimum in schools of 1,000 to 1,999, 7% but not fewer than 80; in schools of 2,000 or more 5% but not fewer than 140	30-35 sq.ft. per reader, 45-55 readers in schools of 200-550 pupils. 10% of enrollment in schools of over 551. No more than 100 and preferably 80 or fewer in one area	40 sq. ft. per reader, based on 15% of enrollment. In schools with fewer than 350 students there should be space for no fewer than 50 readers. No more than 100 should be in one area	40 sq. ft. per reader, based on 15 to 30% of enrollment. No more than 100 should be seated in any one area
Individual Study Areas				
Size	Sufficient for size of school. Center shall not be a study hall	Sufficient for size of school	30-40% of seating capacity for individual study areas, equipped with power and electronic capabilities	At least 30% of seating capacity for individual listening and viewing. Some instructional programs may require 1/3 to 3/4 of students to be in center at one time
Special Treatment				
Outlets	Appropriate efforts shall be made to provide for electronic devices	Appropriate efforts shall be made to provide for equipment, its use and repair	Sufficient number of electrical outlets, power for peak loads, telephone and intercommunication outlets. Power grids, thermostats, light controls, "wet" carrels and listening tables	40% plus of seating capacity equipped with power
Carrels	Equipment in all areas of type and amount needed	Viewing cubicles, phonotables as needed	Portable listening station with 6-10 sets of ear-phones at ratio of 1 per 3 teaching stations	Carrels for 3% of student enrollment, 6-15 sq. ft. per single carrel
Equipment of Carrels	Carrels will be provided for a substantial number.	Table projectors will be provided.	30-40% of seating capacity equipped with power either in carrels or at special tables.	15% of media center capacity set-up ready for individual use for filmstrip viewing, audio tape, and record listening.

STANDARDS FOR SPACE ALLOTMENTS OF FACILITIES

Group Study Area Provision for the following:				
Small Group Viewing and Listening	**Rooms for group discussion**	**120 sq. ft. for listening and viewing**	**200 sq. ft. with electrical and TV inputs and outputs, acoustical treatment**	**200 sq. ft. for motion picture and video tape viewing, both 8 & 16mm**
Conference Rooms	**Rooms for group discussion**	**At least 1, 2 in large school**	**3-6 of 150 sq. ft. each**	**Three rooms 150 sq. ft. per room**
Library		**One of regular size is essential. AV equipped**	**Flexible space equivalent to a regular classroom, equipped as needed**	**One or more spaces for this purpose containing 900-1200 sq. ft.**
Work areas				
Production Area	**Exact size depends on school and where AV is found**	**Exact size depends on whether AV is in library**	**800-1000 sq. ft. with sinks, water, electrical outlets, equipment & storage space as needed**	**Minimum of 800 sq. ft. of floor space and 240 sq. ft. of production suppl-storage equipped with a sink**
Equipment space for storage & circulation	**None given**	**300-400 sq. ft.**	**120 sq. ft. with temperature and humidity control**	**3 sq. ft. per student**
Work area for processing materials & minor maintenance	**Sufficient**	**400 sq. ft.**	**300-400 sq. ft. as needs indicate**	**300-400 sq. ft. or 2 sq. ft. per student whichever is greater**
Stacks	**Sufficient storage space**	**Stacks as needed + room for magazine and newspapers**	**400-800 sq. ft.**	**Minimum of 400 sq. ft.**
Magazine & newspaper storage			**250-400 sq. ft.**	**Minimum of 400 sq. ft.**
Professional area designed as a teachers' lounge & conference area adjacent to production area if possible	**A professional library will be provided**	**Teacher lounge or special area in library**	**300-400 sq. ft. Adjacent to media production laboratory. 600-800 in larger school**	**300 + sq. ft. 10 sq. ft. per teacher (staff member) whichever is greater**
Office space for professional media staff (may or may not be enclosed).	**Sufficient.**	**200 sq. ft. + counter & specially designed cupboards.**	**200 sq. ft. per professional.**	**200 sq. ft. or 3/4 sq. ft. per student whichever is greater.**

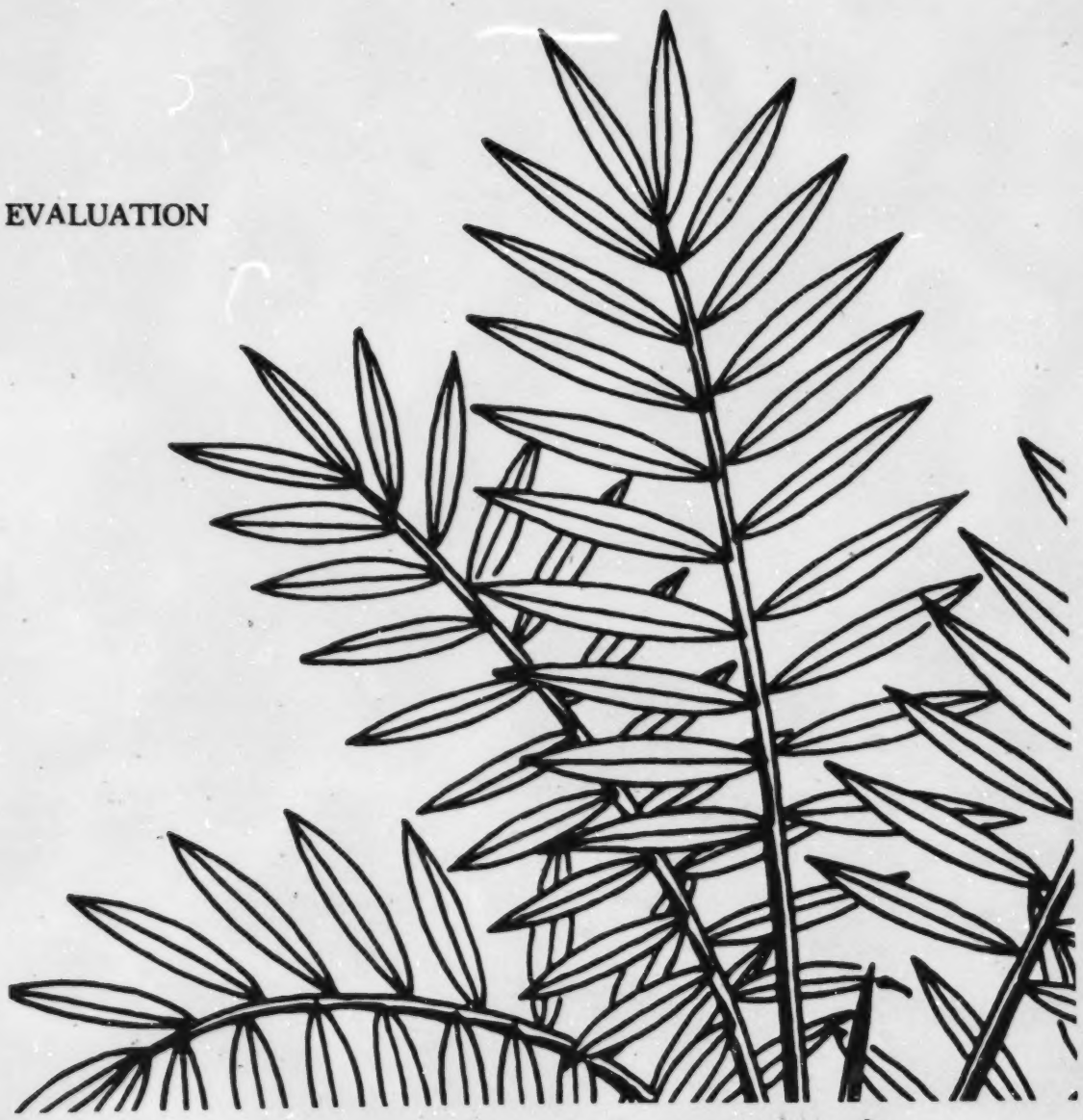
CHAPTER IX

LIBRARY MEDIA PROGRAM EVALUATION

District . . .

School . . .

Sample Checklist . . .



LIBRARY MEDIA PROGRAM EVALUATION

Every school should institute a policy of continuous appraisal of the library media program to determine its effectiveness in meeting the changing needs of students, teachers, and the total instructional program. Administrators, library media specialists, teachers, students, and patrons should be involved in many types of evaluative studies concerning their library media programs

Included in the evaluative studies are personnel, services, budget, expenditures, collection, equipment, and facilities. The findings are used for program modifications which will result in improvement of instruction and learning

Evaluative studies may also include:

Studies of user needs

Studies to identify and meet needs of nonusers

Needs assessment studies to ascertain materials, equipment, and library media services required to support curricula

Studies of prototype and/or experimental projects

Studies to obtain data for allocating resources to develop and maintain the best possible library media program, including identification of written goals and objectives; appraisal of personnel; evaluation of new materials and equipment; re-evaluation of existing materials and equipment; and assessment of adequacy of budget, space, time and technological capabilities to meet goals and objectives

Studies mandated by law or established procedures may include evaluations required by Federal or State laws as specified under regulatory or permissive legislation, accreditation studies required by state laws, or procedures specified by regional accrediting groups

Synthesis of research studies related to library media programs.

District Library Media Program

Who is to evaluate

Evaluation of the district library media program is the joint responsibility of the superintendent of schools and the district library media director. Appraisal is made on the basis of how well the program helps to set and to meet the educational goals of the district and the individual schools

The director of the district library media program coordinates the planning for the evaluative process by working with other media staff members; district administration; district specialists in curriculum, planning, research, and evaluation; students, teachers, and other interested citizens.

What is to be evaluated

Evaluation of the district library media program is made in the context of the total educational program of the district or of a specific area

A comprehensive plan provides for:

Ongoing evaluation of district library media program components and individual school library media programs by library media staff and users

Periodic evaluation, in depth, of specific components or the total library media program

Special evaluations conducted by outside evaluators to provide advice from recognized consultants

Combined internal/external evaluation for school accreditation.

Who is to evaluate

Evaluation of the school library media program is the joint responsibility of the district library media director, the principal, and the head of the individual school program. Members of the library media staff, teachers, pupils, and other persons in the school community who cooperate in library media planning and library media teaching participate in the evaluation. The superintendent of schools, district curriculum specialists, and members of the board of education assist in the evaluation. Frequently, specialists from outside the district are brought in to help and thereby to contribute additional information and insight for program development.

What is to be evaluated

Assessment of the school library media program is made in the context of the instructional goals of the attendance center and of the district library media program. The evaluation includes concerns such as:

Extent of the school population reached

Level of participation by teachers and learners

Effectiveness of the leadership and cooperative efforts in instructional design and implementation

Development of priorities with the school administration that result in sufficient staff, facilities, and budget for materials and equipment

Extent of cooperation with other library media centers and community agencies

Satisfactions, rewards, and growth of the school library media staff

Role of the school library media program in total community efforts for children and youth.[8]

SAMPLE CHECKLIST OF LIBRARY MEDIA PROGRAM GOAL

Goal: To improve the instructional and learning processes through the increased and more effective use of library media integrated into the learning strategies and curricular activitie

1. Written goals are stated in terms of local educational programs — Yes___ No___

2. Library media specialist is a member of all curricular planning and development committees — Yes___ No___

3. Instructional media are integrated into the learning strategies of every teacher and student:

   a. By library media specialists and teachers planning together for the use of materials — Yes___ No___

   b. By teachers including in their lesson plans the utilization of media center resources and assistance — Yes___ No___

   c. By library media specialists and teachers introducing units or modules together — Yes___ No___

   d. By library media specialists and teachers developing units or modules through work with groups and individuals — Yes___ No___

   e. By library media specialists, teachers, and students developing activities related to the units or modules and individual student interests — Yes___ No___

   f. By teachers including in their lesson plans the utilization of strategies which require the students to go to the library media center to work individually, in small groups, and as a class — Yes___ No___

4. Improvements in the library media program are made as a result of the implementation of evaluations of the district and school library media programs. — Yes___ No___

SAMPLE CHECKLIST OF LIBRARY MEDIA PROGRAM GOAL

Goal: To assist the administration in the promotion of staff development so that teachers will be committed to use the library media staff, the library media center, and the collections as an integral part of their instruction

1. The library media specialists assist the administration in staff development:

   a. By participating actively in professional meetings, such as local, district, state, regional, and national meetings — Yes___No___

   b. By participating in district and building level staff meetings — Yes___No___

   c. By participating in curriculum in-service meetings — Yes___No___

   d. By alerting staff to resources and services:

      (1) By disseminating information — Yes___No___

      (2) By providing demonstrations and exhibits — Yes___No___

      (3) By publicizing continuing educational opportunities — Yes___No___

2. The library media specialists assist the teachers in staff development:

   a. By joining professional organizations favored by the teachers — Yes___No___

   b. By preparing bibliographies of professional writings and organizing the professional collections of the district — Yes___No___

   c. By disseminating information concerning professional and special collections available locally and available through interlibrary loan. — Yes___No___

FOOTNOTES

[1]American Association of School Librarians, ALA and Association for Educational Communications and Technology, *Media Programs: District and School* (Chicago: American Library Association and Washington, D.C.: Association for Educational Communications and Technology, 1975), pp. 109-111.

[2]Kansas State Department of Education, *Bulletin 101 Rules, Regulations, Standards, and Procedures for Accrediting Elementary Schools* (Topeka: State Department of Education, 1977) p. 19.

[3]American Association of School Librarians, ALA and Association for Educational Communications and Technology, pp. 37, 13-15.

[4]American Association of School Librarians, ALA and Association for Educational Communications and Technology, pp. 26-27.

[5]American Association of School Librarians, ALA and Association for Educational Communications and Technology, pp. 31-32.

[6]American Association of School Librarians, ALA and Association for Educational Communications and Technology, p. 40.

[7]American Association of School Librarians, ALA and Association for Educational Communications and Technology, pp. 68, 62-65.

[8]American Association of School Librarians, ALA and Association for Educational Communications and Technology, pp. 10-15, 58-61.

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